

Military Career Pathways: Transitions and Career Preparation

"Military Mentors"

A Greenville Schools Proposal for 2010-11

by

Dr. Marjorie M. Dowd

Audience: students enrolled in 18 Middle Schools & 14 High Schools in Greenville County; retired military personnel located in Greenville County

Learning objective #1: (Grades 6-8 / Learning To Work Model)

Standard: Students will explore careers and the connection of school to work.

Competency Indicator: Explain awareness of career choices through job shadowing or mentoring experiences.

Learning objective #2: (Grades 9-12 / Learning To Work Model)

Standard: Students will understand the relationships among personal qualities, education and training, and the world of work.

Competency Indicator: Demonstrate how personal skills, interests, abilities, and aptitudes may affect future career decisions.

Project Overview:

Dr. Marjorie Dowd and Capt. Oliver Smith (U.S. Army) will lead the Greenville County Schools' CTE department in an effort to recruit and organize **Military Mentors** for the 18 Middle Schools & 14 High Schools in the school district.

The **Military Mentors** project will begin as a pilot project in two middle schools and two high schools in August 2010 and by December 2010 we will increase to a total of ten middle schools and eight high schools. The plan is to be fully implemented in all 32 schools by April 2011.

We will recruit veterans and current reservists (who may also be parents) to help career specialists bring several messages to the students:

-basic career cluster exploration (using real "military" work examples);

- honing personal skills & abilities (using real “military” training examples);
- elevating soft skills (using team building exercises); and
- assisting with ASVAB administration & interpretation (if Capt. Smith deems this is appropriate).

We also hope to utilize current principals and teachers who have served in the military by asking them to share their career pathway stories through short interviews conducted with our district’s communications department. Career specialists in our schools can stream these videos as part of a Veterans Day celebration on November 11, 2010 - - this will highlight military careers while also paying homage to our valued district educators.

Project Outcome:

By opening up dialogue with those in the community who are connected to the military, **students** may feel more comfortable with learning about the military as an environment for viable career options. As **parents** begin to interact more with **Military Mentors** at various events, they will also feel more at ease with having conversations about military career options and become open-minded when the military pathway seems like the correct fit for their child.

Title: Military Career Pathways: Transitions and Career Preparation Workshop

Audience: 45 Career Specialists from 9 upstate school districts in Cherokee, Spartanburg and Union Counties

Learning Objectives: Domain: Career Development -

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency A:1 - Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competency B:2 Identify Career Goals

C:B2.1 - Demonstrate awareness of the education and training needed to achieve career goals.

Upon completion of workshop, the participant should be able to:

(1) Develop a greater understanding about military careers and opportunities

for advancement available for students who choose military careers.

(2) Establish a network and professional dialogue between educators and

military representatives to expand opportunities for students; enhance

students' career development by planning military career events.

Role: The Upstate Regional Career Specialist will coordinate the workshop, co-present with military representatives, and facilitate follow-up assignments with district career specialists.

Timeline for implementation: August 2010 - One-day workshop from 8:00 - 3:00;

December 2010 - Follow-up workshop- Career

Specialists share their plans for implementing a

"Military Career Event" at their school.

Contact Information: Kathy W. Edge, eGCDFI - Upstate Regional Career Specialist

210 Commerce Court

Duncan, SC 29334

Phone: 864-573-2766

Email: edgek@sccsc.edu

Tasks: The Upstate Regional Career Specialist will develop and coordinate a day long workshop for upstate career specialists. The AM

session will consist of presentations by military representatives, who will broaden the

career specialists' knowledge base of military careers and opportunities for students. In the PM session, career specialists who attended

MCP 101 in June 2010 will present their projects - Military Career Events at their schools to the

whole Career Specialist group. The Upstate RCS will assign each career specialist the task of creating a "Military Career Event" at their

respective schools. The RCS will assist with these events and follow up with all career specialists.

Materials:

Excerpts from MCP 101 Handbook

Military Websites

U.S. Army White Paper- "Strong Students, Strong Futures, Strong Nation"

Educators' Military Careers Best Practices

CHESTERFIELD COUNTY SCHOOL DISTRICT
MILITARY CAREER PATHWAYS:
TRANSITIONS AND CAREER PREPARATION

Tammy Haile, Director of Career and Technology Education
Carolyn Addison, Guidance Counselor, GCDF
Penny Quick, Career Specialist, GCDF

TITLE: Military Career Pathways
SUBJECT: Career Development Activity

GRADE LEVEL(S): 9 -12
PARTICIPANTS: Administrators,
Educators, Parents and Students

SC Comprehensive Developmental Guidance and Counseling Program Model
Career Development

Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency C:A1 Develop Career Awareness
Competency C:A2 Develop Employment Readiness

Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.

Competency C:B1 Acquire Career Information
Competency C:B2 Identify Career Goals

Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

Competency C:C1 Acquire Knowledge to Achieve Career Goals
Competency C:C2 Apply Skills to Achieve Career Goals

Project Objectives: Upon completion of this project, participants should be able:

1. To encourage networking and professional dialogue between educators and military representatives to expand opportunities for students and to enhance their career development.
2. To develop a broad and in-depth knowledge about military careers, including similarities between civilian and military occupations, and opportunities for career advancement available for students who chose military careers.
3. To become familiar with resources, assessments, and the recruitment process to enhance educators' skills in academic advisement, guidance and counseling, and facilitation of collaboration between South Carolina schools and the various branches of the military.

Implementation Procedures

Part One

At the opening in-service day on August 16, 2010 with the Director of Career and Technology Education (CATE), CATE instructors will have the opportunity to network with military representatives. They will be provided a packet that includes military careers information and other materials that will enhance the educators' understanding of opportunities available in all branches of the military. To make the connection between military occupations and career and technical occupations, a presentation will also be given by military personnel. For example, some of the Military Occupation Specialties (MOS) include careers in Accounting, Budget and Finance, Construction, Health Care, Information Technology and Engineering which relate to our programs in Chesterfield County School District. After instructors share knowledge from the in-service to students, they will require students to complete a career research paper, which will include military occupations related to their program area. Resources that can be used include SCOIS, Kuder, March2Success, O*Net and Army EdSpace. Questions to consider for educators and students:

- What military occupations were of interest?
- What military occupations are related to each CATE program?
- Are any of the occupations of interest to the educators/students?
- What kind of education and training is required?
- What did the educators and students learn from this experience?

Part Two

Coordinate a field trip for 11th grade students interested in military careers prior to the ASVAB assessment (October 15, 2010). Make arrangements for the Ft. Jackson tour. Coordinate with the US Army Recruiting Battalion Commander and Department of Army Public Affairs Community Relations Officer. Guidance personnel will coordinate the field trip activity. Students will observe and be exposed to the life in the day of a recruit, military incentives and military career opportunities. Students will have exposure to www.march2success.com and www.armyedspace.com prior to the ASVAB and field trip, which will help students to maximize their learning potential of military careers. After students receive their ASVAB scores, students will participate in the ASVAB Career Exploration Program.

Part Three

Dependent upon Work-Based Learning funding for FY10-11, parents and students in grades 9-12 will attend the Chesterfield County School District career fair, Connect2Careers 2010. The career fair will be held at the Cheraw National Guard Armory and will feature businesses and their representatives of the 16 career clusters. Projected date will be during Career Development Month, November 2010. Emphasis will also be placed on military opportunities available in each cluster. Students will be responsible for completing a prepared questionnaire related to the career clusters. Coordinating this event will include our director/regional career specialist, Pee Dee regional coordinator, Chesterfield County School District guidance counselors and career specialists, director of career and technology education, local Chamber of Commerce, and PTO representatives.

Lesson: *A Comparison of Military and Human Services Cluster Careers*

Teacher/Contact: Maxzine L. Edge – Conway High School, Conway, South Carolina

2301 Church Street, Conway, SC 29527

Phone: 843.488.0662

Fax: 843.488.0686

Target Groups/Audience: Family & Consumer Sciences 1 classes for the
2010 – 2011 school year.

Class Size: Class size may range from ten to thirty-five students, 9 – 12 grade levels.

Class Group Size: Two or three in a group.

Time Frame: Two - three class periods of 90 minutes to research careers.

One or two class periods for presentations of projects.

One class period for Military Representative's presentation.

Materials/ Resources/Equipment: SC Career Clusters with Sample of Army

Enlisted Occupations Sheet, Power Point guide sheet, computer lab,
projector & screen, Military Representatives, Videos (CD's) on Military
Occupations from Military Representatives, materials from MCP 101
training.

Career & Technology - Human Services Cluster – Family & Consumer Sciences - 1

Standards: Career, Community, and Family Connections

C1. Investigate potential career pathways including the knowledge, skills, and attitudes
associated with Family and Consumer Sciences.

C2. Demonstrate leadership, citizenship, and teamwork skills.

Learning Objectives: The learner will

1. Compare similarities and differences between a Military Occupational Specialty (MOS), Family and Consumer Sciences (FACS) or Human Services career.
2. Use critical thinking skills to plan and conduct research, manage project, solve problems, and make informed decisions using appropriate technology tools and resources.
3. Analyze information about military careers from a military representative.
4. Evaluate if a military career would fit one's life goals and career interest.

Procedures:

Teacher Responsibilities:

- Contact Military Representative(s) in August or early September '2010 to arrange visitation to class(es) in September or October '2010. Also, ask the representative to bring an enlisted person to talk about his/her career.
- Ask the representative to bring at least three short videos of careers related to Human Services such as chef, financial planner, instructor, translators, dental specialist, lawyers, chaplains, and recreation, welfare & moral specialists.
- Organize students in groups of two or three; reserve computer lab in August or early September '2010 for students to create a 12 slide Power Point on similarities and differences of a MOS and a career in Human Services using a teacher-directed power point guide sheet.

Student Responsibilities:

- Power Points will be presented during the month of September, '2010.
- Ask questions during military representative's presentation.
- Write a short summary of what he/she learn from the representative's presentation.
Include how knowledge learned about military careers may be used to help choose a future career or make future goals.

Hazel A. Rickenbacker
Military 101 Class Project
Submitted: July 8, 2010

Military Roots connected to STEMS for Career Building

Introduction

The average educator, student and parent have limited knowledge regarding the many career paths that are available in the Military. It is astonishing to know that the military can provide career paths and job opportunities in all of the 16 Career Clusters. Also, there are career advancement opportunities in the STEMS areas. If educators and parents work together to provide for Military partnerships for the purpose of factual information to be shared, career paths are broadened for all students. The Career Center where I am employed encompasses several high school populations. We provide services for students from Orangeburg Wilkinson, Calhoun County, Bethune-Bowman and North Middle/High school students. The project/integrated lesson that will be implemented at my school could involve groups of students from all of these schools. I am the Career/Guidance counselor at the Technology Center and my way of implementing and sharing Military 101 will be in the format of an integrated lesson with the Math Department. The project/integrated lesson will be shared with Juniors and Seniors enrolled in Math at the Technology Center. I will provide an overview of my project during Staff Development with my administrators, faculty, staff, district guidance counselors and career specialists. The overview will include the sharing of resources and materials obtained from the Military 101 course and the inclusion of local military officers.

Overview

The project/integrated Guidance/Math lesson will be implemented the first and second semesters of the school year. The lesson/project will be coordinated with two different Math teachers that offer instruction for Juniors and Seniors.

Curriculum Standards

A:A3 Achieve School Success A3.3 Develop a broad range of interests and abilities A:B1 Improve Learning A:B1.5 Organize and apply academic information from a variety of sources A:B2.7 Identify post secondary options consistent with interests, achievement, aptitude and abilities C.A1 Develop Career Awareness C:A1.1 Develop skills to locate, evaluate and interpret career information

Learning Objectives

The overall goal of the Military Roots connected to STEMS for Career Building project will be to introduce students to the career paths and resources in the military. The project will also provide underachieving Math students the opportunity to improve Math skills by using the March2success tutorial program. The project will allow the students to visit a Military base to identify career opportunities studied during the project.

Equipment and Supplies

Integrated lesson plan Math/Career Guidance, Military Handbooks, Tee Shirts, Caps, notebooks, Web address for March2success, Pencils, positive promotion stickers, computers and folders for the students.

Conclusion

At the end of the project, students will be given the choice to take the ASVAB and have their results analyzed by the Military. Underachieving students grades will be tracked.

“MILITARY CAREER PATHWAYS: WHAT PARENTS NEED TO KNOW”

Project Objectives: (1) Enhance parental awareness of enlistment standards, incentives and process; (2) Heighten parental awareness of military career opportunities; (3) Increase parental knowledge of the financial benefits of career education opportunities through military service

Target Audience: Lowcountry High School Parent/Teacher Organization Members

Standards and Competencies of the South Carolina Comprehensive Developmental

Guidance and Counseling Program Model: Through the knowledge gained by parents students will (1) be able to employ strategies to achieve school success by being able to analyze and evaluate postsecondary options that support interest, achievement, aptitude, and abilities and apply knowledge of aptitudes and interest to goal setting; (2) understand the relationship of academics to the world of work and to life at home and in the community by identifying and evaluating alternatives, gathering information on choices and evaluating how those alternatives or choices may affect their future decisions and goals; and, (3) demonstrate decision-making, goal-setting, problem solving, and communication skills by developing an education plan to support career goals.

Project Background: By capitalizing on the undeniable and powerful role that the family plays in career decision-making “*Military Career Pathways: What Parents Need to Know*” will focus on enhancing the awareness of parents regarding education, training and career development opportunities available in the military service.

Military Careers Pathways 101
Lowcountry Regional Project (07-19-2010 revision)

Project Description: In partnership and collaboration with the Charleston Recruiting Company, Jacksonville Recruiting Battalion, the “*Military Career Pathways: What Parents Need to Know*” program will be presented at a parent teacher organization (PTO) meeting at each of the following ten Lowcountry public high schools: Battery Creek, Beaufort, Bluffton, Hilton Head Island, Whale Branch Early College, Ridgeland, Hardeeville, Wade Hampton, Colleton County and Estill. The specific program contents will include the MCP101 PowerPoint presentations *Enlistment Standards, Incentives and Process; How Military Pay Stacks Up* (parts 1 & 2); and/or a soldiers’ panel featuring military personnel who have taken advantage of military career pathways. Handout materials will be distributed to the parents by the military representatives.

Project Schedule: The term of the project will begin no later than October and will conclude by May 2011 and will be based upon the PTO schedules at each of the targeted high schools

Project Management: “*Military Career Pathways: What Parents Need to Know*” will be coordinated and managed by the Lowcountry Regional Career Specialist in collaboration with the Charleston Recruiting Company, Jacksonville Recruiting Battalion. Promotion of the project will be a joint venture among the school, regional career specialist and the appropriate PTO officer.

Project Evaluation: A standardized evaluation survey will be administered to participants at the completion of each session. The survey will gather data relative to the three project objectives.

Dave Walker, Lowcountry Regional Career Specialist

Military Career Pathway

Transition and Career Preparations

CTE Curriculum Standard: Students will understand the relationships among personal qualities, education and training and the world of work.

Learning Objective #1: Students will learn about job title/careers in the military.

Learning Objective #2: Students will be able to compare military job title and civilian job title.

Targeted Audience: All 8th Grade Students to include Special Education Population.

Timeline: September 2010 thru May 2011

Materials:

- A. Military Career Book
- B. Brochure
- C. Power Point about the requirement for Military Enlistment
- D. Career Day Questionnaire
- E. SCOIS Career Interest Inventory/ Demographic Sheet

Procedure:

- A. Announce weekly over the PA system the featured cluster for the month. Featured cluster will also be on display in the hallway.
- B. Students will do virtual job shadowing through Microburst Learning on career of their interest. Students will present Information to the class.
- C. Tour of Ft. Jackson for students interested in the Military. Have students to complete SCOIS along with a demographic sheet.
 - Select twenty to twenty-five students that show a strong interest in the military.
 - Do orientation to highlight what to expect when they get to Ft. Jackson

- Contact Ft. Jackson to set up and ask for a guide to facilitate the tour.
- After completion of the tour have an open forum to discuss highlight of the tour.

F. Military Career Day

- Contact all branches of the military to send a representative to participate in career day.
- Each presenter will be asked to bring information/brochures about their branch to include their identifying vehicles.
- Students will visit at least 3 branches of their choice and complete questionnaire developed by the MCP 101 participant.
- Career Day will be held at the National Guard Armory or the Middle School.

Role of the MCP 101 Participant

- A. Educate students about the various career that the military has to offer as it relates to featured career clusters.
- B. Facilitate discussions about Military Careers qualification and benefits.

Tasks the Educator will accomplish

- A. Organize Military Career Day
- B. Design a Brochure that compares Military and Civilian Careers
- C. Organize Field Trip to Ft. Jackson for those interested in the Military.

School Contact Information:

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| Valerie Singleton | Tina Warren |
| Colleton Middle School | Forest Circle Middle School |
| 603 Colleton Loop | 500 Forest Circle |
| Walterboro, SC 29488 | Walterboro, SC 29488 |
| vsingleton@mail.colleton.k12.sc.us | |
| | twarren@mail.colleton.k12.sc.us |

Military Pathways 101 Lesson Plan

Stacey R. Gray-Feaster

Audience: Students, Parents, Teachers, Administrators, Military Recruiters

Topic: Military Career Decision-Making

Title: Step One: Military Career Exploration and Preparation

Estimated Time: Two 50-minute class sessions

Resources and Materials:

Computer lab with Internet access, (1 computer per 2 students)
Military Information Resource Materials (provided by Recruiter representing each Branch of Service)
ASVAB Career Booklet, March2Success Website Review and Parent Guide
Career Specialist and Guidance Counselor assist students
Military Panel on hand to answer student questions, JROTC Student Leaders
Paper
Career Planning Portfolio
Pencil/Pen
Bolles, Richard Nelson. *What Color is Your Parachute?*. Berkley, CA: 2009.
South Carolina Comprehensive Guidance Model

Introduction:

Begin the class session by posting the following quote and reading it aloud to the class:

"One's philosophy is not best expressed in words: It is expressed in the choices one makes...In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our responsibility."

Eleanor Roosevelt

The class will discuss the meaning of the quote as an opening activity. The career specialist/guidance counselor will emphasize to the class the importance of decision-making in the career planning process.

Activity:

Students will receive their career planning portfolios from the previous classroom career guidance session. Students will review their worksheets including their career choices and personal goals. Students will be asked to share their progress in career planning and pursuing personal goals.

The counselor will explain that choosing a career is a complicated process. The first two steps of the career planning process will be reviewed: step one, self-assessment and step two, exploring careers. Step three, continued career exploration and preparation, will be introduced. Students will learn about the correlations between civilian and military career paths.

Students will begin to examine what preparation is necessary for their career interest. What kind of education and training is needed for this occupation? What kind of course work may be taken in high school to help prepare for their career interests.

Students will work in computer labs using computer software and March2Success Website to research their career interest. (Each military website will be discussed with students by Military Representatives assisting students) Printed resources will be distributed. Teachers will be requested to use March2Success Website to provide students with additional academic support resources.

The counselor will highlight courses which are available in the 16 Career Clusters and discuss the importance of Individual Graduation Planning. Each student must follow-up with their guidance counselor and career specialist if additional support is needed.

Students will complete research on their civilian and military careers which correlate and share with class during a 5 minute oral class presentation. Students will do research, contact a mentor or job shadow, and discuss their personal career pathway and personal military career pathway and highlight the positives and concerns. Parents will attend a "Survival Weekend" featuring a Military Recruiter Panel and student moderators including JROTC Cadets.

Closure:

Students will report their findings to the class and will keep a record of their research in their career planning portfolios. Students will be encouraged to continue research and use the media center, one stop office, and guidance office to gather additional information. Students will use the materials from their What Color Is My Parachute? book and on-line resources to make informed choices.

Assessment:

Students will complete the ASVAB class, take the test, and meet with a Military Representative trained in reporting on assessment results. Students will follow-up with recruiter on specifics relating to individual career choices. Students will research colleges and universities which offer military education benefits and tuition assistance. Students will use the materials from their career portfolio to assist in career-decision making process.

Optional Follow Up:

If possible, the teachers will be encouraged to arrange for a representative from the military to speak with students on military careers and discuss graduation planning. Curriculum Coordinator will work with Guidance Department and teachers to schedule Military Recruiter during classes with relevant course work and topics. Student and Parent Survey to evaluate program effectiveness.

SC Comprehensive Guidance Model Domains:

Career Development Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Domain

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Academic Development Domain

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

The Fairfield Central High School Guidance Program will assist each student to develop the personal, social, career, and educational knowledge and skills that support a rewarding and productive life. Each student will receive an opportunity to focus on setting personal and academic goals by attending field trips which are curriculum aligned and address the South Carolina Comprehensive Developmental Guidance and Counseling Program Model.

Military Career Pathways 101
Class Project
Kim Howell

Theme: Military Career Pathways: Transitions and Career Preparation

Project Name: Military Careers Assembly

Audience: 8th Graders at Dutchman Creek Middle School (DCMS)

School: Dutchman Creek Middle School, 4757 Mt. Gallant Road, Rock Hill, SC 29732.

Phone#: 803.985.1700

Objective/ Standard 1: Students will understand the relationships among personal qualities, education and training, and the world of work.

Indicator 1(a): Explain the relationship between personal qualities, school success, lifestyle and career choices.

Indicator 1(b): Identify a variety of traditional and nontraditional careers.

Objective/ Standard 2: Students will demonstrate a positive attitude toward work and the ability to work together.

Indicator 1(a): Define the importance of responsibility, dependability, punctuality, and integrity in the workplace.

Timeline

August to October, 2010 – Contact local Army recruiters and the supervisor of the local recruiters to plan the assembly; meet with recruiters to brainstorm ideas and explore resources.

November, 2010 – Assembly

Project Description: I envision the assembly lasting for approximately one hour (due to the attention span of middle school aged students) with supplemental activities afterwards. I would like to have a panel of military personnel present to the students (a panel similar to the panel we heard from during the training). The panel during the training provided real-life soldiers with varying backgrounds, interests, talents, education and reasons for joining the military. They clearly presented the benefits of military life

and the commitment involved. This, I believe, will address Objective 1. I was most impressed with the high standards, values, loyalty and commitment portrayed by the soldiers. I believe that if a similar panel can be brought together, their role modeling during the panel presentation will address Objective 2. Often, middle school students do not believe it is “cool” to demonstrate the positive qualities as described in this objective. I believe that soldiers will have a unique and positive influence on the students.

I would like to have some follow-up activities such as the following:

- 1) Have the panel soldiers available during lunch so that students who would like to talk with them further and 1:1 will have that opportunity.
- 2) Invite recruiters from different branches of the military to set up tables during lunch to provide additional information on the other branches.
- 3) Invite the Army band to participate in the assembly.
- 4) Explore the possibility of having soldiers mentor students or become pen pals with interested students.
- 5) Explore the possibility of coordinating a tour of Fort Jackson (for a small group of 25-30 students).

MCP101 Participant Role: I will take the lead role in coordinating the meetings with the military personnel and DCMS staff and coordinating the activities for this event and follow-up events. The exact plans will be dependant upon what the military can provide in regards to personnel and resources.

Note: I will be working as a school counseling intern at DCMS under the supervision of Christina Plantz, 8th grade school counselor, during the Fall semester of 2010. I am also employed at this school as the Student Information System Clerk. Until June 4, 2010, I was the Career Development Facilitator in the same school. I plan to complete this project during the internship.

Note: There are no sample materials at this time

HIGH SCHOOL MILITARY CAREER PATHWAYS

It is my goal to assist staff and students to prepare for post-secondary success through a rigorous, pertinent and engaging education. Military Career Pathways is a curriculum design that helps students achieve post secondary success. The military career pathway will prepare students who are interested in careers in a specific branch of the United States military services. The military offers viable career options in all sixteen federal career clusters. **The target audience for this curriculum design is students, parents, teachers, administrators, and military recruiters.**

In the US:

Out of every 100 High school graduates

- 70 enroll in college
- 34 advance to their senior year
- 28 graduate in five years
- Only 14 find employment in their chosen field

Objectives of Military Career Pathway

- Provide guidance and resources to help students and parents explore all the career possibilities that exist in the military
- Enhance military/post secondary collaborative efforts to inspire and prepare students while engaging them in 21st century skills

Elements of High School's Military Career Pathways:

- Education and Military Advisory Council
- Pathway partnerships with active duty, guard, and reserves recruiters to provide a framework of military careers
- Courses that correlate with the military career pathway
- Students will select a major which outlines courses and experiences to meet their military career goals
- Students may change major throughout high school years

Steering Committee (Developed by Career Specialist)

- Develop Vision and Project Master Plan
- Secure and Manage Resources
- Ensure Goal Achievement

Staff Development/Curriculum & Articulation (Developed by Career Specialist)

- Provide Applied Academics Workshops
- Conduct Academic-Military Integration Workshops
- Provide Mentor Training (School and Military-based)
- Adopt Instructional Materials
- Integrate state standards

Student Plan:

Freshman Year:

- A framework of majors within military pathway will be developed based on student input, staff input, military input
- Students will select a major which outlines courses and experiences to meet their career goals
- Students may change majors during their high school years

Sophomore Year:

- Pursue coursework and graduation requirements in military career pathway
- Pathway courses will include military recruiters, noncommissioned and commissioned military guest speakers
- Refine four year plan

Junior Year:

- Pursue coursework and graduation requirements in military career pathway
- Pathway courses will include military recruiters, noncommissioned and commissioned military guest speakers
- Participate in a job shadowing in the student's (military) pathway
- Utilize the Career Center to enhance military career and education research

Senior Year:

- Pursue coursework and graduation requirements in the pathway
- Pathway courses will include guest speakers and cross curricular project based activities
- Enroll in advanced placement coursework (to broaden military career choices)
- Utilize the Career Center to enhance military career and education research

Online Resources:

www.armypays.com

www.gibill.va.gov

www.march2success.com

*Janice A. Howard
Global Career Development Facilitator
West Florence High School*

Military Career Pathways 101 Project
Pam S. Isbell, Boiling Springs Intermediate 2055 Hanging Rock Rd.
Boiling Springs, SC 29316 pam.isbell@spartanburg2.k12.sc.us

Audience: Faculty and Staff of Boiling Springs Intermediate School

Career Standards: Students will explore careers and the connection of school-to work and understand how community awareness relates to work.

Learner Objectives:

1. To familiarize all educators within the building of the components of the SC Comprehensive School Counseling Program as related to Career Development (Learning to Work).
2. To place in the hands of classroom teachers relevant information about military careers, including similarities between civilian and military occupations, as these careers relate to the subject matter they teach. Teachers will develop a broad understanding of military careers in order to be able to communicate these opportunities to students.

Role of the MCP 101 participant:

- I will welcome faculty, staff, and parents back to school with a display case focusing on the opportunities available in a military career. Display case will include information about the branches of the military and the resources available from military recruiters in the area.
- I will share with my colleagues a PowerPoint presentation detailing the military opportunities that are available. My presentation will begin with a shortened version of the participant survey we completed before and after MCP101. I will use this survey as a means of gathering information

from my faculty so that I have an understanding of their previous knowledge and understanding of military careers, focusing on how they are able to integrate military careers into their curriculum. I will provide a short overview of the course with a focus on the way in which military careers can and should be a part of their core units.

- On my webpage, I will provide details on specific military careers that are relevant to the subjects and objectives that teachers teach. This will be correlated to the standards for ease in including in lesson plans.
- I will ask classroom teachers to notify me when they are using the information I provide them in their classroom. I will also utilize students in helping me track these learning opportunities. This year my focus will be to include the military information. I will make myself available to assist teachers in planning ways to incorporate military careers in their lessons.
- I will survey teachers again in the spring to ensure that we have all assisted the students in our building to have a clear “Pathway to Military Careers”.

Timeline for Implementation: Project will begin as soon as the new school year starts.

With a change in teacher workdays/in-service planned, my presentation to faculty and staff will possibly have to come into play a little later than I would like, but I will have my website up and going. My intentions are for this to be a year long journey for my teachers and students.

2010 Summer Institute For Educators: Military Career Pathways 101

Stacey Westberry

Professional Development Director/Regional Career Specialist

Midlands Education and Business Alliance

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803-331-9106

Target Audience: educators, Career Specialist, counselors and administrators

Learning Objectives:

Learning to Work: Students will understand the relationships among personal qualities, education and training and the world of work.

Learning to Work: Students will demonstrate decision-making, goal-setting, problem-solving and communication skills.

Timeline:

August, 2010 – March, 2011

*Military Career Pathways Workshop for educators in the Midlands.

*Incorporate in the Career Development Facilitator Course (CDF).

After completing the Military Career Pathways 101 (MCP101), I have a better understanding of the need to provide educators with accurate, up-to-date information regarding careers in the military. As the Professional Development Director/Regional Career Specialist for Midlands Education and Business Alliance (MEBA), I am charged with providing current information to educators, Career Specialist, counselors and administrators in the Midlands.

My plan for dissemination of the information gained during the MCP 101 is to add this component to the CDF Course, currently in place, and design a Military Career Pathways Workshop for educators in the Midlands during the 2010-2011 school year. With Fort Jackson located in the Midlands, it is a natural fit to have military personnel involved in the CDF training of our educators and provide a workshop that would allow educators to get first hand information to pass on to students and parents about careers in the military.

Midlands Education and Business Alliance will be partnering with the U.S. Army to provide this one day Military Career Pathways Workshop. The workshop will be a condensed version of what was learned during the MCP 101 Course. Along with the information that will be provided, it will also be a chance for educators to make contact with military personnel that serve their schools/districts.

The three day MCP101 was an eye-opening experience that provided me the opportunity to learn more about the U.S. Army and the career opportunities available to young people. I really appreciate the opportunity and look forward to sharing the knowledge gained with the educators in the Midlands.

Military Career Pathways: Transitions and Career Preparations

I have created a class project using the knowledge gained from the Military Career Pathways conference that will be specific to the Culinary Arts program at West Ashley High. Specifically, the level II class, which is mostly juniors and seniors, will be the main focus. It is a project that will involve students, teachers, recruiters, parents, and other military personnel, and will be divided into three phases: research, job shadowing, and reflection.

The first phase will require the students to research a military base in the Charleston area, and contact a recruiter to request a visit. Also, they will login to www.scois.net, www.todaysmilitary.com, and www.asvabprogram.com to review the relationships between military and civilian hospitality and tourism careers. Information can be found on working conditions, physical and skill requirements, career outlook, wages, and more. Parent permission will be obtained, and their support and involvement will be encouraged. All services, Army, Air Force, Navy, Marines, and Coast Guard, are represented in the Charleston area, which gives an excellent opportunity for diversity. As a group, we will decide on a site to visit based on geographic location, ease of visitation, and expenses.

The next phase will be the actual visit to a military foodservice facility where the students will participate in job shadowing. This will give them the opportunity to experience the relation of the military career to their high school career cluster, which is hospitality and tourism. They will each have a job shadow checklist obtained from www.scois.net, including at

least five questions for the presenters. The students will use the knowledge gained in Culinary Arts to assist the military personnel in preparing meals for the soldiers.

The final phase of the MCP 101 project will be reflection of the entire process. A reflection worksheet can also be obtained from www.scois.net, as well as information on career preparations for college, military, or the workforce. The purpose of the reflection will be to rate employee morale, identify physical and educational qualifications, and decide whether or not the military is a suitable career path. The students will express courtesy and professionalism by sending thank you letters to the recruiters and the base personnel.

The specific audience, in this case, is the Culinary Arts II class at West Ashley High in Charleston. Upon completion of this project, the students will be able to demonstrate effective communication skills (SC Culinary Arts II Standard B1), critique work attitudes and behaviors (C1), and explore foodservice careers and entrepreneurship opportunities (I2). The timeline for implementation will begin in the fall semester of 2010 and end around December 2010. If successful, the project will continue annually according to the schedule of the Culinary Arts II class.

Jason Wheless, Culinary Arts teacher

West Ashley High School

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2010 Course Requirements for Military Career Pathways 101

TITLE: MILITARY CAREERS EDUCATION

SUBJECT: GCDF Activity to Educate 11th and 12th Grade Students and their Parents and to assist them with making informed decisions of Military Careers and Opportunities.

DEMOGRAPHICS/GRADE LEVEL(S): 11th – 12th Grade Students (Male & Female)
& Parents/Guardian of 11th and 12th Graders

SC Career Guidance Standard/Competency:

Learning to Work: Standard 1: Students will understand the relationships among personal qualities, education and training, and the world of work.

- | | |
|-----------------|---|
| Competency 1.7 | Identify how personal preferences and interest influence career choices and success. |
| Competency 1.11 | Demonstrate the ability to apply personal skills, interests, abilities, and aptitudes to future career decisions. |

Learning to Work: Standard 3. Students will explore careers and the connection of school of work.

- | | |
|----------------|---|
| Competency 3.1 | Demonstrate decision-making skills to career planning. |
| Competency 3.2 | Demonstrate awareness of the career planning process. |
| Competency 3.6 | Develop skills to locate, evaluate and interpret career information. |
| Competency 3.7 | Become aware of different occupations and nontraditional roles. |
| Competency 3.9 | Identify ways in which occupations can be organized into career clusters. |

Learning Objectives:

1. Students and parents will learn of civilian and military career pathways.
2. Students will demonstrate the ability to use the military website to research information about military occupations and opportunities.

3. Students and parents will expand their awareness of a broad range of occupations in the military.
4. Students will make connections between specific jobs and their own interests, skills and abilities.
5. Students will identify characteristics of a military job they might like to have if they pursue a career in the military.
6. Students will demonstrate the ability to use resources available in making plans to pursue a military career.
7. Students will demonstrate the ability to communicate effectively with Military recruiters.

Assessment:

1. Student will participate in a Military Base Tour.
2. Student will complete the ASVAB Interest Assessment.
3. Parents and student will participate in a presentation/panel presented by military recruiters.

Preparation:

·**Handouts** – SC Career Clusters with sample Army Enlisted Occupations handout

·**Resources** – Military Base, Field Trip Transportation, Access to the Computer and the internet, Military panel made-up of military recruiters, JROTC Instructors, Military Parents, Military Websites, and materials from the Military Summit.

·**Time Required** – 8 hours trip to and from Fort Jackson, 45 minutes for Recruiter's presentation to parents, 45 minutes for students to complete ASVAB, 45 minutes for interpretation of ASVAB.

Procedures:

Part One

■ Solicit and identify 11th and 12th grade students who are interested in pursuing a career in the Military. This process will take place by posting flyers around school for interested 11th and 12th grade students to sign-up in the career center and also by the principal making an announcement during the morning and evening announcements asking interested 11th and 12th grade students to sign-up in the career center.

■ Once students have been identified, arrange to meet with those students to inform them of the Fort Jackson field trip and have interested students sign up for that trip. Also inform students and request that they inform their parents of the Military Recruiters' Panel scheduled to be held during Family Night.

■ Make arrangements for Fort Jackson field trip and distribute and collect permission slips from students. Collect \$10.00 from each student who has returned their signed permission slip. The \$10.00 will pay for transportation.

Part Two

■ Schedule Family night and invite parents to participate in a Military Recruiters' Panel.

■ Take students to tour/visit Fort Jackson.

■ Review students' most recent IGP to identify their most recent career cluster major and assist them in connecting military careers to assessment results.

■ Direct students to the march to success website to practice taking the ASVAB.

Military Careers 101

Be All That You Can Be” The Choice Is Yours

Government and Public Administration Career Cluster

Sneed Middle School, Florence School District One

Career Specialist: Betty Lawrence-

3823 Dominion Court

Florence, SC 29501

Telephone: (843) 617-5509

Target Groups/ Audience- Careers Class 8th graders and 7th & 8th grade Social Studies teachers and students.

Time Frame: Veterans Day/Week November 8th- 12th

Careers Class – Two class periods 50 minutes long for Military Induction/ Research.

One class period 50 minutes long for a Military Representative speaker.

Social Studies Class- One class period for Military project/essay.

Materials/Resources/Equipment: SC Career Clusters with Sample of Army enlist Occupations Sheet, Smart Board, Videos (CD's) on Military Occupations from Representatives, materials from MCP 101 training.

South Carolina Comprehensive Developmental Guidance and Counseling Program Model

Standards: Learning To Work

1. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
2. Students will explore careers and the connection of school-to-work

Learning Objectives:

1. The student will compare similarities and differences between a military occupational specialty and the Government and Public Administrations Career Cluster and other Career Cluster that relate to their interest
2. The student will analyze information about military careers from a military representative.
3. The student will evaluate if a military career would fit one's life goals and career interest.

Career Specialist /Teachers Responsibilities: Career Class (start -September)

1. Will contact and invite the different branches of the Military to come in to speak with our students in their careers class. For the students that are not currently in careers we will schedule a lunch and learn. **Location-**This will be held in the Teachers conference room. The teacher will have a sign up sheet for the students that wish to attend. The **student** will also give a brief statement of their interest.

Social Studies Teacher-

1. Will have a conduct a les son on Military Awareness Pass and Present. The teacher will present the opportunity for the students to participate in the VFW essay contest. The Social Studies Department will arrange a Veteran Day Program in celebration of Veteran's Day for the school.

Student Responsibilities (Veteran's Week)

The students will decorate the Social Studies door with a military theme by sharing personal pictures and cards. The students will ask questions during military representative presentation.

Ginger Bishop & LeAnn Sargent
Palmetto Middle School
803 N. Hamilton St. Williamston, SC 29697
(864) 847-4333
MCP 101

“OPERATION MUSTANGS IN THE MILITARY”

Objective: To educate our students on future Military career opportunities through classroom guidance activities. The students will also demonstrate correct letter writing procedures while composing thank you letters to current servicemen and women serving in the Military.

Standards: Learning to Work – Standards 1 and 3

Learning to Live - Standards 1 and 3

Learning to Learn – Standard 3

Target Audience: All Students, 6-8th Grade

Timeline: October 28, 2010 (Classroom guidance will begin) – Nov. 11, 2010 (Veteran's day Program)

Materials: How Military Pay Stacks Up – Parts 1 & 2 (Provided on the SC State Dept. of Education Website)

Ms. Bishop and Mrs. Sargent will contact and organize a schedule for the Military Recruiter to visit the Careers classroom.

Paper, Pen/Pencil (Letter Writing)

Procedure:

1. Beginning October 28, the guidance counselors will visit each homeroom to teach a lesson on Military Career Awareness. We will be referencing the article, How Military Pay Stacks Up. Classroom guidance will continue consecutively for two weeks.
2. Military Recruiters will visit our 7th grade related class, Careers, during the week of November 8, 2010, to speak with students about life in the various branches of Military.
3. During the week of November 8th, 2010, students will write thank you letters to servicemen and women currently serving overseas through their English classes. Guidance counselors will coordinate the mailing of letters to our servicemen and women.

Military Career Pathways 101 Project
Submitted by: Robbie Tweito and Rick Murphy

In today's society, all students need an education that will help them lead purposeful, productive lives. The military provides methods to help students be prepared for any postsecondary pathway and become better citizens. The Military Career Pathways 101 (MCP101) experience proved that a strong partnership between military and schools can address the challenges our students face.

Throughout the course of MCP101, educators received valuable information to enhance student and parent understanding of military career pathways. The learning objectives we will accomplish as a result of this project are: (1) provide career specialists in Anderson, Oconee, & Pickens Counties with knowledge of military career pathways available in the sixteen career clusters and with a method to communicate this knowledge to students and parents; (2) provide career specialists in Anderson, Oconee & Pickens Counties with knowledge of recommendations regarding recruiting in South Carolina Public Schools. These objectives are correlated to the Standards and Competencies of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model: Standard – “Students will explore careers and the connection of school to work.”; Competency Indicator – “Become aware of the education, skills, and training needed to achieve career goals,” and “Develop skills to locate, evaluate, and interpret career information.”

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

Learning Objective 1: Provide career specialists in Anderson, Oconee, & Pickens Counties with knowledge of military career pathways available in the sixteen career clusters and with a method to communicate this knowledge to students and parents.

- **Audience:** Career Specialists/Counselors
- **Handouts:** "Career Clusters and Military Careers: Making the Connection" (ASVAB)
"South Carolina Career Clusters with Sample Army Enlisted Occupations"
- **Role of MCP101 Participant:** The MCP101 participant will distribute copies of the handouts and discuss military career pathways in the sixteen career clusters. The MCP101 participant will prepare and distribute a brochure for the career specialists/counselors to share with students and parents at the Individual Graduation Plan conferences.
- **Timeline:** A workshop for all career specialists/counselors will take place at the beginning of the 2010-2011 school year. The MCP101 participant will organize and conduct the meeting. Information will be given out at this meeting. The MCP101 participant will conduct follow-up sessions throughout the school year to provide assistance to the career specialists/counselors.

Learning Objective 2: Provide career specialists in Anderson, Oconee, & Pickens Counties with knowledge of recommendations regarding recruiting in South Carolina Public Schools.

- **Audience:** Career Specialists/Counselors
- **Handout:** "South Carolina Education/Military Collaboration Committee Recommendations Regarding Recruiting in South Carolina Public Schools"
- **Role of MCP101 Participant:** The MCP101 participant will distribute copies of the handout. The MCP101 participant will discuss the expectations for school personnel and military recruiters and encourage the career specialists/counselors to schedule the initial meeting to develop policies and procedures for the school.
- **Timeline:** A workshop for all career specialists/counselors will take place at the beginning of the 2010-2011 school year. The MCP101 participant will organize and conduct the meeting. Information will be given out at this meeting. The MCP101 participant will conduct follow-up sessions throughout the school year to provide assistance to the career specialists/counselors.

MCP101

The area I instruct in at the Anderson 1 & 2 Career and Technology Center (CTC) 702 Belton Highway, Williamston, SC, is Law Enforcement. The Director at CTC is Jere Kirkley, the Assistant Director is Hollie Harrell and the Career/Guidance Counselor is Susan Julian.

CTC services three high schools in Anderson Districts one and two:

1. Wren High School
2. Palmetto High School
3. Belton Honea Path High School (BHP)

There will be a fourth high school, Powdersville High School, in the 2012-2013 school year that will also attend CTC.

I have contacted the Guidance Counselors at each of these schools through the Career/Guidance Counselor at CTC. None of the above mentioned high schools require the *ASVAB* be given to all students. They may request to take the test and only then it will be administered. By offering the test as part of my curriculum, I not only satisfy the *TCTW* requirement that students receive career guidance, but I also provide them with an opportunity they might not otherwise be aware of.

The state standards for Law Enforcement require that the students receive training in a related career field. One of the pathways I have already designated in my class is to the military (with numerous law enforcement areas of related training) and into civilian law enforcement as a career. Another pathway is to remain in the military as Military Police (MP) or Criminal Investigative Division (CID).

The test will be administered close to the Thanksgiving Holiday when my class has down time before the break. I will designate an entire day for juniors and seniors at

my school in an area that can hold up to 300 people for testing purposes. There is a speaker system with computer projection capabilities. The Army Recruiter will provide lunch for the students and all related materials for the day. The students, career counselor, and parents will all be invited. After Christmas the recruiter will return and meet with the students again to discuss the results of the test and where they stand on possible military jobs.

The other project I will begin work on is a flow chart in poster form that shows how the career path from high school to the military as a career or to civilian law enforcement works. I believe that kids today need to see something that they can immediately understand and see the end result. If you do not help them with this you will lose them before you even begin.

I spoke with Captain Oliver Smith, who heads up the Army recruiting in the upstate of SC, about producing these charts for my class. He said that he is willing to work with me on it but could not promise a date they would be ready if the project was approved. I do not have a time line for this project except that it will be worked on during the 2010-11 school year. If successful this could lead to a poster of a flow chart for each individual area instructed in a career center showing how the students career choice is used in the military.

James David Ettari

Anderson 1 & 2 Career and Technology Center

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MILITARY CAREER PATHWAYS: Transitions and Career Preparation Project
Submitted by: Kaye K. Shaw, Ph. D.
Midlands Regional Education Center, Columbia, South Carolina
June 23, 2010

Event: Professional Development Day, Richland School District Two
Target Audience: Middle and High School Guidance Counselors and Career Specialists
Date: Friday, October 22, 2010
Contact: Dr. Sara Sanchez, Learning Support Services Director, Richland School District Two, Columbia, SC 29206. Phone 803-738-3252
My role: Development, organization and implementation
Learning Standards: Learning to Work: Students will understand the relationships among personal qualities, education and training and the world of work.
Learning to Work: Students will demonstrate decision-making, goal-setting, problem-solving and communication skills.

The goals of the professional development day scheduled for Friday, October 22, are (1) to ensure that guidance counselors, career specialists and district administrators are aware of the resources provided by Midlands Regional Education Center and the military recruiters stationed at Fort Jackson; (2) to engage members of the community in presenting this message; and (3) to help guidance personnel in talking with students about *careers* found in the military. The need for this type of workshop has been identified by the administration of Richland Two as well as members of the EEDA Division at the State Department of Education.

In order for the workshop to be successful, we must demonstrate that the military is a viable choice for students. The realities of life in the military must be presented in an unbiased and truthful way citing the benefits, opportunities and challenges. The counselors must be convinced that they are not responsible for “selling” the military any more than they are responsible for selling USC or Clemson to students. Their responsibility lies in presenting facts and options.

After meeting with district personnel, we have determined that the most effective way to present the military options is to include presentations from military personnel and former

military personnel who have successfully transitioned into civilian life. In addition to hearing about military careers the guidance personnel will also be offered related sessions on the following:

- Working with Diverse Populations
- Job Market Information
- Building Your Career: Piece by Piece (job seeking and job keeping skills)
- Soft Skills needed in the military and in the workplace
- The Cost of My Living (matching money earned with careers)
- Dropout Prevention Tools and Programs

Included in the materials that will be distributed to the counselors are the 16 Clusters of Study which includes military careers, materials on ASVAB and March 2 Success, and copies of the article “Strong Students, Strong Futures, Strong Nation.” It is expected that the military personnel who will be presenting the sessions will include additional materials related to careers in the military.

The goal of my project is to increase the awareness and resources of the guidance personnel in Richland School District Two. The speakers will address the responsibility of the guidance personnel to replace the myths of life in the military with facts. The speakers will identify ways in which the counselors can present career interests with work values and personal interests.

This professional development day will serve as the prototype for similar workshops in the remaining eight school districts in the Midlands of South Carolina. An evaluation completed by the attendees will help to identify the sessions that were most beneficial and those that were least beneficial. As I work through this process, my goal will be to identify champions that can relate to the jobs of guidance personnel and those who have resources to engage and expand the current resources and knowledge of the counseling program in Richland School District Two.

Implementation of Military Career Day and District Wide Counselor Training

Nicole Seegars

Indian Land Elementary School

My plan for exposing my school and students to the material I learned at the Military Career Pathways 101 course is to have a workshop for the other school counselors in my district. After alerting the other counselors, I will implement a military career day at my elementary school for the study body. I plan to inform the other counselors in my district in the beginning of the school year so that they can put together a career fair for their students as well.

My timeline for implementing the military career fair will be from August to December. Having the beginning of the year to contact military installations for speakers and materials will be necessary. I also want to train the other counselors early in the year, to allow them time to produce their own military awareness tools. I will begin with contacting the local National Guard and Reserve Centers in my area of Lancaster, S.C. and Charlotte, N.C. since my school is located in Lancaster County but just a few miles outside of Charlotte. I also plan to contact Fort Jackson for recruiters in addition to my local resources. I am also lucky in the fact that our high school ROTC Instructor is married to a First grade teacher that is a close friend of mine. I will ask my friend to talk her husband into joining us for the Military Careers day. I also plan to send home letters home to my parents that might be current or former military to invite them to speak as well. One of my side projects of the Military Career Day will also be to contact the local American Legion or Veterans of Foreign Wars to see if they would be interested in coming in to volunteer with our students.

Two objectives that I wish to accomplish with my students from the Standards and Competencies of the South Carolina Comprehensive Guidance and Counseling Program Model are:

1. Students will explore careers and the connection of school to work
Specifically, students will recognize that flexibility in career choices is necessary in the career planning process. Many of my students will be able to see the military as a viable option for their career search.
2. Students will explore careers and the connections of school to work
Specifically, students will describe products and services of businesses/industries (U.S. Armed Forces) in the local community.

I found these objectives in the Learning to Work Section of the Career Development Model. The students will be visited by military speakers in 3rd-5th grade classrooms. The career speakers will talk about their jobs in the military and answer questions from the students about possible military careers available to the students. Materials used will be handouts, brochures, etc. from the military employees and recruiters. Although, my students are young, I feel that early exposure to military careers is in their best interest in order to give more career options. I will implement the speakers in the month of January at Indian Land Elementary School.

Military Career Pathways 101
Class Project

Sylvia Cobb, Ridgeland Middle School

Cynthia Hasty, Ridgeland High School

Attending the Military Career Pathways 101 has provided valuable resources, and knowledge on military careers that we can now share with students, parents and teachers of Jasper County School District. The insight gained has prepared us to confidently advise our students and their parents on postsecondary options. To bring exploration and career awareness to the students of Jasper County School District, our goal is to coordinate a District-wide Military Career Fair. The theme of the project will be **“March to Success----Military Bound!”** This project will be implemented during the month of November in recognition of National Career Development Month.

Implementation of the Project

The MCP101 participant will use the knowledge and resources gained from attending the training to develop the Military Career Fair. The MCP101 participant will compose a planning team for the Military Career Fair which will consist of the MCP101 participants, recruiters from each branch of service, CATE teachers, school-to-work coordinators and guidance counselors. The MCP101 will setup monthly meetings with the team to plan and organize the Military Career Fair. The MCP101 participant will ensure that representation from each of the sixteen career clusters and 10 military careers are represented at the fair. The MCP101 will accomplish the goal of providing the students with career awareness and exploration of the careers within the military.

As students explore each of the clusters within the military, they will also become aware of the importance of pursuing their educational goals and choosing a college.

MARCH TO SUCCESS...MILITARY BOUND

| | |
|------------------------|----------------------------------|
| Contact(s) | Sylvia Cobb & Cynthia Hasty |
| School District | Jasper County School District |
| Phone | 843-717-1400/717-1500 |
| Email | scobb@jcsd.net / chasty@jcsd.net |

| | |
|--|---|
| GRADE LEVEL(S) | 5-12 |
| LEARNING OBJECTIVE(S) | <ol style="list-style-type: none"> 1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. 2. Students will employ strategies to achieve future careers goals with success and satisfaction. |
| TIME REQUIRED | 30 Minutes |
| MATERIALS NEEDED | Computer room with internet access. |
| ACTIVITY SUMMARY | Students will use the computer/internet to identify college majors. They will also be able to find the career paths that pertain to their major on the internet site. |
| PROCEDURE | <p>PART ONE: Explain to students what a college major is and how to choose one of interest to them. Introduce the purpose of today's activity – to help students identify a major of their choice and what careers are available to them in their specific major. Make them aware that they are not limited to one career because of their major. They may also select more than one major.</p> <p>PART TWO: Ask students to go onto the computer and gain access to the internet. Have students type in the internet address: www.collegeboard.com and www.scois.com.</p> <p>PART THREE: Have students select a major. They then need to page down and look at all the related career fields. They may also look at related major skills and websites to further their search. There are career planning and information websites they may look at on this site also.</p> <p>PART FOUR: Ask students to take notes and write down the majors and related career in their field. Also ask students to write the web address for later use.</p> <p>PART FIVE: ASK STUDENTS TO WRITE DOWN THEIR MAJOR AND CAREER AND PLACE IT IN THEIR CAREER PORTFOLIO.</p> |
| EVALUATION: How will you know what percentage of the students have mastered the identified career indicators? | <ol style="list-style-type: none"> 1. Students will demonstrate master of indicator #1 by successfully identifying college major or military branch of service. 2. Students will demonstrate master of indicator #2 by successfully listing the careers that are available in the major they have chosen. 3. These objectives will be introduced to all students prior to the District-wide Career Fair. |

Gayna McNeish, Guidance Director, 8th Grade Counselor, and CDF

Alston Middle School

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“MARCH 2 a SUCCESSful Future”

Standard #1:

Learning to Learn: Students will employ strategies to achieve school success.

Competency Indicator: Locate and use academic resources and information. Apply effective study skills for different types of learning and testing situations.

Standard #2:

Learning to Work: Student will understand how community awareness relates to work.

Competency Indicator: Identify sources of employment in the community.

Targeted Audience:

The March 2 Success lessons will be introduced and implemented with all middle school students and teachers with the help from our local U.S. Army recruiter for the 2010-2011 school year.

These learning objectives will be obtained by utilizing the **March 2 Success** website developed by the U.S. Army. Students will be introduced to the website by counselor instruction.

Counselor will have each student establish an account, and step by step instruct the students on the resources and learning tools available via this website.

Students will log on to the website: www.march2success.com. Each student will register and develop a portfolio.

Once logged into the website the class will look at the State Standardized Test Preparation. This will allow all students to practice and prepare for our state assessment in March and May. The counselor will instruct students on attempting the Language Arts, Mathematics, and Science portions of the site. Students will attempt the practice problems subject by subject. Counselor will have each student submit their score for review. Students will continue to complete each subject and review sections they did not score well on. This will be introduced to students in all grade levels 6-8.

Students who will be preparing for the PSAT in October (8th graders) and the SAT in January (7th graders) will be instructed using the SAT Practice test and SAT/ACT flash cards. Counselor and students will look over course descriptions and read aloud each section.

All students can read from the document library and learn more about the opportunities available to them through the US Army. We will conclude with the PowerPoint listed under the JROTC training. Students showing interest in the Military and especially the US Army will be invited to a special opportunity. Counselor will arrange to have an Army recruiter come to the school and speak with parents and students during our 8th grade IGP night in January.

Counselor will also show students under the "help" key where they can chat with an U.S. Army recruiter and email a question. This would be helpful for some students who just have questions to ask but might not be ready to see someone face to face.

Information gained from the Military Career Pathways 101 will also be extremely useful during the 8th grade IGP meeting. Many parents have questions about the military and I will be able to provide firsthand knowledge about my experience.

Opening The Window To The Military

One of the concepts I took away from Military 101 is that students need to know about the opportunities of the military early so that they can make decisions and work toward their goals. Without having the knowledge to make their decisions, they usually make poor choices. With this, I have created a plan of action to education our 8th grade students so that they can make better career choices. This will be done by working with 8th grade students and their teachers.

SC Career Guidance Standard/Competency Learning to Work Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills. Competency 2.2 Students will demonstrate decision-making skills used to develop career-education paths.

Objective: By educating the middle school teachers of the military opportunities; the teachers will then be able to help students develop career education paths in the military.

SC Career Guidance Standard/Competency Learning to Work Standard. Competency 2. Students will explore careers and the connection of school to work. Competency 2.1 Identify the education, career resources, and training opportunities needed to achieve career goals.

Objective: The students will explore military career choices and educational opportunities with Military Career Day and MCJROTC programs both at the middle school and with a high school presentation.

Because our JROTC program has done an excellent job of working with our students in preparing them for not only future military careers, but also for any endeavor they choose we want as many of our students to participate in the program. We will initiate the program as follows:

Purpose: to implement a comprehensive program aimed at increasing enrollment by encouraging 8th grade students to become more familiar with the benefits offered and the commitment required by enrolling the MCJROTC program.

Phase 1. (October 2010) Present a program to the middle school faculty, developing knowledge about military careers and opportunities for advancement available for students who chose military careers. To

Opening The Window To The Military

become familiar with resources, assessments and the recruitment process to enhance educators' skills in academic advisement. –All branches of military and guidance counselors.

Phase 2.(November 2010) Prepare a “Military Day” for 8th grade students. All branches of military – Army, Marines, Navy, Coast Guard and National Guard Army. Each branch would have opportunity to speak with small groups of 8th grade students explaining to them the opportunities they offer. The students will be required to present a written essay in their English class stating what Military Career they were interested in and the educational requirements for that job. ~ Coordinated by guidance counselor, 8th Grade English Teacher and MCJROTC.

Phase 3.(January 2011) Conduct a “MCJROTC Information Presentation“ at the middle school PTA. Follow up with mailed information letters to all 8th grade parents that encourage students to register for the program. ~ MJROTC assisted by guidance counselor.

Phase 4.(March 2011) Transport 8th grade students to Mullins High School for a “MCJROTC Experience”. MCJROTC students and staff will function as sponsors /escorts for the 8th graders Welcome aboard will be given by the principal. While at the high school, the prospective students will be introduced to the MCJROTC program. A power point presentation, student drill, rifle team and color guard, and flag folding demonstrations will be used to high light the merits of MCJROTC. Eligibility requirements, program content, activities and rewards offered through enrollment in the program will be presented. Students will also introduce the other elements of high school experience. ~ Coordinated by guidance counselor and MCJROTC.

Phase 5. (April 2011) Escort newly registered student to participate in a low elevation Ropes Course as a reward part of this plan. ~ MCJROTC and Guidance Counselors

One of the things I observed while touring Fort Jackson was that the military saw the value of the recruits being a part of developing their team. Working together with teachers, MCJROTC and students, I can see our program help students grow in the career path that will benefit them most.

Military Career Pathways 101
Class Project

Activity: Parent/Student Workshop
Topic: Resources for Post-Secondary Education and Training
Timeline: Late fall, 2010

Audience: 8th Grade Parents/Students from Title 1 Middle School

Objectives: To encourage at-risk, high performing Title 1 students to graduate
To provide information to low income parents about paying for post-secondary education
To educate parents and students about career and educational opportunities through military service

Standards: **GCDF:**
Labor Market Information/Resources
Training Clients and Peers

SCCDG:
Individual Planning: Awareness of Educational Opportunities
Comprehensive School Counseling
Learning to Work: Career Development
Learning to Live: Student Decision Making
Goal Setting and Taking Action

Activity: Evening Program for Parents and Students

Presentation: Financial Opportunities and Training Available through the Military
Emphasis placed on career range from technical training through professional degrees

Presenters: School level personnel for welcome, introduction and overview
(Kathleen Allen and Fairforest Middle School Counselors and CDF)

Military Representative knowledgeable about financial aid opportunities
Powerpoint about benefits of JROTC, ROTC scholarships, military academies, training while in service and higher educational opportunities and benefits while enlisted

Panel: local military representatives (currently enlisted and/or retired) share their life stories about educational benefits and training in the military.

Question and Answer Session

Closing Remarks: Counselors (Encourage parents to schedule IGP meetings for fall and spring with middle school counselors and career specialist)

Distribute materials supplied by the military with career and educational information

Evaluation of materials and presentations

Materials:

- Military Powerpoint Presentation

- Handouts

 - Careers in the Military

 - Financial Aid Brochures

 - ROTC Scholarship Information

 - JROTC information

 - Military Academy information

 - Sample IGP plans

 - Career Clusters information including Military pathways

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July 16, 2010

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CAREER WEEK/MILITARY FAIR

South Carolina Career Guidance Standard/Competency

Learning to Work: Standard 3. Students Will Explore Careers and Connections of School to Work.

Competency 3.3. Identify the transition and transfer skills from school to work

Lesson Objectives: Students will research jobs listed in the 16 Career Clusters

Students will be able to compare and contrast jobs in civilian and military life

The focus groups in this project include students, teachers, parents and all branches of the military..

A week will be set-aside for students to concentrate on their particular career cluster by researching their top five choices. The research is to include: working conditions, requirements, educational level, availability, outlook and salary. This assignment will be conducted through the social studies classes since all students in all four grades take a

social studies class each year. Also during this week three clusters will be highlighted daily during announcements covering details on each.

The week will culminate in a Military Career Fair. All branches of the military will be invited to attend. The Recruiters will be asked to be prepared to compare and contrast jobs listed in career cluster to jobs in the military. The fair will be opened to both students and parents. Each student will be provided a worksheet containing their first and second career choice with questions on how they compare with opportunities available in the military (all branches).

The project will take place the week of November 15-19, 2010. Students, (and parents who could not attend), will be given fact sheets from information from Military Careers Book and Military Pathways 101 workshop from June, 2010.

Some of the questions the students will be asked to answer are...

Which branch of service has jobs very similar to my chosen career?

What are the benefits of doing that job in military as compared to civilian life? What are the disadvantages?

Did you have any myths or misconception about the military prior to the career fair and as a result of the fair were these myths/misconception cleared up?

Students will be asked to submit a one-page reaction paper on their findings.